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ABSTRACT

This handbook, published for the use of Alberta administrators, counselors, and educators, serves the following purposes: (1) to communicate information useful in organizing and operating schools and early childhood services programs; and (2) to identify program requirements specified by Alberta Education and the foundation on which these requirements are based. The handbook is divided into four major parts. The first part presents the program's foundations, including the program's goal, learning expectations, education delivery, and achievement standards, as well as a definition of basic education. The second part gives a detailed description of the program's organization and delivery, including the program's structure, programming principles, and how to plan students' schedules and report their achievement. The third part sets out the legal parameters with a discussion of the management, operation, and power of local school authorities as they are defined by the School Act of Alberta. A synopsis of the Alberta Education Regulations Manual and the Alberta Educational Policy Manual is also presented. The fourth part gives definitions of learning resources and a detailed list of learning resources distributors in Alberta. The handbook concludes with the Alberta Education and Alberta Education Regional Offices Branch directory. (AA)

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GUIDE to Education

ECS to Grade 9 Handbook

ED 383 427

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GUIDE *to* Education

ECS to Grade 9 Handbook

This document supersedes the *Guide to Education: Elementary School Handbook (ECS to Grade 6) 1990–91, 1991–1992* and the *Guide to Education: Junior High School Handbook, 1992–93*. All changes to Alberta Education requirements contained in this document are effective the first day of the **1994–95** school year as defined by the local school authority.

I, Halvar Jonson, Minister of Education, by virtue of the power delegated to me under sections 24 and 25 of the *School Act*, hereby authorize this handbook for use in Alberta schools and Alberta Early Childhood Services programs.

Halvar C. Jonson

Minister of Education

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The *ECS to Grade 9 Handbook* and the *Senior High School Handbook* comprise a set titled *Guide to Education*. Copies of both handbooks are available for purchase from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

Suggestions for changes to this handbook, or questions regarding its content, should be addressed to the Deputy Director, Curriculum Standards Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 422-4872, Fax 422-5129).

All references to the *School Act* are to the Statutes of Alberta 1988, Chapter S-3.1 with amendments in force as of July 1, 1994 not including unproclaimed amendments.

The primary intended audience for this document is:

Administrators	✓
Counsellors	✓
General Audience	
Parents	
Students	
Teachers	✓

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FOREWORD

The *ECS to Grade 9 Handbook*① is published by Alberta Education for the use of administrators, counsellors, teachers and others interested in the delivery of ECS to Grade 9 educational services. It is intended to serve the following purposes:

a. identify program requirements specified by Alberta Education, and the foundations on which these requirements are based

b. communicate information useful in organizing and operating schools and Early Childhood Services programs.

This edition of the handbook contains information previously provided in separate documents for ECS/elementary and the junior high schools. It is printed in looseleaf format, similar to the programs of study, so that future changes can be made as annual amendments. This combined format reflects the progression of learning from ECS through the junior high school years, and is intended to support flexibility in the ways in which school systems organize for instruction. Goals of the Early Childhood Services program remain in effect, and the document *Early Childhood Services: Philosophy, Goals and Program Dimensions*, 1984, may be purchased from the Learning Resources Distributing Centre. This document is currently under review and an interim document will be available in late 1994. The final edition is scheduled for June 1995.

This handbook also reflects Alberta Education's emphasis on a policy-based and results-oriented management system. It supports Alberta Education's objective of providing consistent directions while encouraging flexibility and responsibility at the local level. In a system of shared responsibilities, Alberta Education and Alberta's schools work together to promote excellence in education.

Specific Notes

- **Major Changes**

  This document reflects 1994 amendments to the *School Act*. Regulations and policies are under revision and being combined into one new document, *Alberta Education Policy and Regulations Manual*.

① Throughout this handbook, **ECS** is used to refer to Early Childhood Services.

- **Definitions**

  References to "boards" and "schools" in this document are in accordance with definitions used in the *School Act*. In this handbook, "local school authority" means the board of a public or separate school district, a regional division, a school division or county, the operator of a private school accredited by the Minister under section 22(2) of the *School Act* or a school operated by the Minister, such as the Alberta Distance Learning Centre or the Alberta School for the Deaf.

  References to an ECS program mean an Early Childhood Services program pursuant to section 24 of the *School Act*, and the *Early Childhood Services Regulation 35/89*, and amendment 391/93.

- **Identification of Requirements**

  This handbook contains information on a wide variety of topics. Some of the statements are mandated; others suggest procedures that are discretionary. Those statements that are screened are requirements of Alberta Education.

- **Identification of Content Changes**

  Usually a delta symbol (Δ) is used in the left-hand margin to indicate all changes from the previous handbook. Combining the handbooks, changes to the *School Act* and the amendment format, have resulted in changes throughout the document. The delta symbol is now being used in the Table of Contents only, to signal changes that are of a substantive nature. Readers are alerted to the following content changes.

	Page
Mission and Mandate New section	A1–1
Programming Principles Revised and expanded section	B1–1
Early Childhood Services Revised minimum hours	B2–2
Organizing Instructional Time Revised section	B2–3
Elementary Required Program Components **Note** changes in recommended times for elementary language arts, mathematics, science and social studies	B2–4
Junior High Core Program Revised section	B2–5

Junior High Complementary Program and Courses Revised section	B2–6
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Senior High Courses for Junior High Students Revised section	B2–10
Assessment as the Basis for Reporting Revised section	B4–3
Alberta School for the Deaf Revised section	B5–4
Career and Technology Studies New section	B5–6
Educational Information Exchange New section	B5–8
Role of the School Council New section	C1–2
Role of the Principal Revised section	C1–3
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PROGRAM FOUNDATIONS: Mission and Mandate[1]

Mission	"The best possible education for all Alberta students."
Mandate	Education is responsible for ensuring that students learn the skills and knowledge needed to be self-reliant, responsible, caring and contributing members of society.
Basic Education—the Definition	The school's first obligation is to provide a solid core program consisting of language arts, mathematics, science and social studies. Schools have the responsibility to provide instructional programs to ensure that students will meet the provincial graduation requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools must ensure that students understand the rights and responsibilities of citizenship, and have the skills and disposition to pursue learning throughout life.

[1] This Mission and Mandate has been excerpted from pages 5 and 6 of the *Meeting the Challenge. Three-Year Business Plan, 1994/95–1996/97* and replaces Goals of Education, Goals of Schooling and Desirable Personal Characteristics. *Meeting the Challenge* is available from the Communications Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427-2285, Fax 427-0591).

Learning Expectations

Schools will be accountable for their students' achievement of provincial learning standards including employability skills consistent with workplace requirements.

Schools will provide a variety of learning experiences so that students:

- can read for information, understanding and enjoyment
- write and speak clearly, accurately and appropriately for the context
- use mathematics to solve problems in business, science and daily-life situations
- understand the physical world, ecology and the diversity of life
- understand the scientific method and the societal context of science
- know the history and geography of Canada and have a general understanding of world history and geography
- understand Canada's political, social and economic systems in a global context
- can research an issue thoroughly
- know how to work independently and as part of a team
- respect the cultural diversity of Canada and appreciate literature and the arts
- know the basic requirements of an active, healthful lifestyle
- recognize the importance of accepting responsibility for their physical and emotional well-being, and appreciate the role of the family and other relationships to that well-being
- manage time and other resources needed to complete a task
- use computer and communication technologies
- demonstrate initiative, leadership, flexibility and persistence
- evaluate their own endeavours and continually strive to improve
- have the desire and realize the need for lifelong learning.

Schools may also provide the opportunity for students to acquire a second language. When the primary language of instruction is not English, students must be able to demonstrate competence in reading and writing English.

Separate schools (Catholic and Protestant) may provide religious studies consistent with their constitutional guarantees.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings.

The expected learnings can be achieved in many ways: many students will require concrete, hands-on approaches to achieve the expected results. Schools may use any instructional technique acceptable to the community **so long as the results are achieved**. The school will have authority to deploy resources and determine how results are achieved. Schools and teachers are encouraged to take advantage of different delivery options, such as distance education and workplace learning. . . .

Achievement Standards

Individual school results will vary but our total provincial system must be accountable for ensuring that a very high proportion of students are successful.

The province will define acceptable and excellence standards of student achievement. Business will be a key player in defining the specific learning requirements of industry. Schools, school jurisdictions and the province will audit and report on the full range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the standards defined by the provincial achievement assessments and graduation requirements. After consultation, the province will set specific targets for improving the proportion of students who meet the standards.

PROGRAM PLANNING:
Programming Principles

Relationship of School Programming to Programs of Study

The development of programs to meet the educational needs of students involves more than one level of planning and decision making. At the provincial level, in accordance with section 25(1) of the *School Act*, planning takes place through the development of **programs of study**. Programs of study identify the learning expectations for the required subjects that apply to all students, as well as the learner expectations for the optional and complementary courses or programs. Alberta Education seeks broad input from educators and the community in planning programs of study.

At the local level, planning involves decisions about how programs of study can best be implemented with particular groups of students, and for the individual student. This type of planning is referred to as **programming**.

- **Programs of study** are established at the provincial level and apply to all students.
- **Programming** takes place at the local level and is concerned with effective delivery of the programs of study to the students enrolled. Programming decisions are made by local school authorities, by schools, by teachers, and by students.

Programming involves a variety of processes for ensuring effective program implementation. These processes include:

- identifying expectations for learning (based on programs of study and student progress)
- organizing for instruction
- selecting learning activities
- selecting learning resources
- assessing student progress.

Programming decisions are made best at the local level to ensure that the scope of programs offered and the delivery of those programs is responsive to student growth in learning. Decision making at the local level also provides opportunity for effective use of local resources, and for local constraints to be recognized.

General Principles

The following principles provide a general guide for programming.

Expectations are clearly defined.

Progress in learning is enhanced when the student, the parents, and the teacher have a clear understanding of what is to be achieved. A shared understanding of what is expected enables the student, the parents, and the teacher to work together, and provides opportunity for each to take initiative in support of learning.

The selection and setting of expectations for student learning should be based on the programs of study. Both general and specific learner expectations should be set, and these should be linked to specific ways in which students can demonstrate their learning.

Expectations are most clear when the means of determining student progress are identified and communicated to all. The performance and products of student work, and the criteria to be used in assessment, are a part of these expectations.

Planning is based on assessments of student progress.

Ongoing assessment of student progress informs the student and teacher what has been achieved and what is yet to be achieved. Learning and instruction should be consistent with student abilities and set appropriate levels of challenge.

Learning experiences are connected.

Student learning is cumulative and takes place in a variety of formal and informal settings. Learning is enhanced when what is learned in one setting reinforces and extends what has been learned in others.

- **Communication between Home and School**
  Parents are the first and ongoing educators of their children. Schools should enable families to continue their involvement with their children's education. The linkage between home and school enables parents and teachers to exchange information, jointly support student learning and ensure continuity of learning experiences.

- **Connections across Subject Areas**
  There are many opportunities to connect and apply what students learn in one subject area with what they learn in other subject areas of the curriculum. By making these connections, students' learning in each subject area is enhanced, and their ability to apply learning in new situations is improved. This helps students see the world as a connected whole instead of in fragmented bits.

- **Partnerships between School and Community**
  What students learn in school is enhanced when applied and extended in the community. Involvement in projects, community service activities, mentorship programs and job shadowing makes learning more relevant. Involvement in these activities may also provide significant role models for students and an opportunity to explore future career possibilities.

- **Consistency between Curriculum and Assessment**
  Student learning is reinforced when what is taught is reflected in what is assessed. The methods used in assessing student progress, as well as the subject matter, should be consistent with the learning expectations that have been communicated to students.

- **Coordination between Schools**
  When students change schools, the coordination of programming and assessment practices between schools can help achieve a smooth transition. Any disruption can be minimized when the receiving school is provided full information on student attainment and learning characteristics. Information on student progress should be referenced directly to programs of study.

Programming responds to the learning progress of students.

Programming involves decisions about time, resources, instructional approaches, assessment and organization for instruction. To maximize the learning for students, programming needs to be flexible and responsive to the learning progress of students.

Flexible programming involves:

- use of time as a resource, recognizing that students learn at different rates
- grouping students according to educational needs, and according to the characteristics of the learning activity
- use of a broad range of learning resources, with selection of particular resources according to learner needs and learning traits
- use of a broad range of instructional strategies to provide a variety of ways for viewing subject matter, as well as the opportunity for individual students to learn in a preferred mode
- use of a wide variety of examples and applications of the subject matter, to provide students with an opportunity to explore and discover areas of relevance and interest
- use of a wide variety of assessment strategies to monitor student progress in all areas of the curriculum.

Programming responds to developmental stages of students.

During their school years, students go through many developmental stages in their intellectual, physical, emotional and social growth. The stage of student development in each of these areas is an important consideration in developing and implementing school programs.

Our knowledge of developmental growth and its relationship to student learning has increased greatly in recent years. Much of the information has been outlined in a series of provincial documents under the umbrella title: *Developmental Framework*. This set of documents consists of four titles, each of which is available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750). The documents are:

- *Students' Thinking Developmental Framework: Cognitive Domain*, 1987
- *Students' Interactions Developmental Framework: The Social Sphere*, 1988
- *Students' Physical Growth Developmental Framework: Physical Dimension*, 1988
- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development*, 1991.

Indicators of Effective Programming

School programming is effective when it responds to the progress and learning needs of students. The following characteristics and indicators provide a description of programming that recognizes and responds to learning needs.

Characteristics	Indicators
The progress and learning needs of each student are known.	• Parents are aware of the educational progress and learning needs of their children. • Teachers are aware of the characteristics and learning needs of individual students. • Teachers are aware of student progress in previous years. • Teachers are aware of student progress in other program areas. • Students are able to describe their learning progress, can identify what they are currently studying, and can identify what they will be working on next.
Instruction is based on the student's current level of achievement.	• Students are able to complete successfully the learning activities they are assigned. • Students show continuous growth in their learning.
Connections are made between what the student already knows and what the student learns next.	• Students can describe the relationship between what they are currently studying and what they have previously studied. • Students are able to apply learning in situations that require a combination of knowledge and skills from different parts of their programs.
School learning experiences provide challenge.	• Students show interest in their studies. • Parents comment on student interest and achievement. • Students experience a wide range of approaches to learning. • At times, different students can be observed working on different tasks. • Students use a variety of sources to complete their work. • Students take initiative in and show responsibility for their learning.

Effective Teaching Practices

Good teaching is fundamental to effective programming.

There is no single set of teaching practices that guarantees instructional effectiveness. The literature on effective teaching indicates that a wide variety of techniques can be used, and that their effectiveness arises from thoughtful selection and application, recognizing the nature of the subject matter and the nature of the students to be taught.

The literature further indicates some general characteristics of effective teachers and effective teaching that apply to all levels of schooling.

Effective teachers:

- are clear about instructional goals
- are knowledgeable about the subject matter and strategies for teaching it
- communicate clearly to students what is expected of them—and why
- encourage students to take responsibility and initiative for their own learning
- make effective use of available instructional materials and technologies
- are knowledgeable about their students, adapting instruction to their level of learning and anticipating misconceptions in their existing knowledge
- provide practical applications of concepts studied
- address higher-level expectations for cognitive learning, as well as lower-level expectations which support them
- monitor student learning and provide regular feedback
- set high standards for student performance, and encourage students to set high standards for themselves
- set standards for behaviour that are firm and consistent
- teach the skills of learning how to learn, and give students the opportunity to master them
- integrate their instruction with that in other subject areas
- are thoughtful and reflective in their practices
- create a climate for learning.

By selecting and organizing relevant resources and instructional techniques, teachers can create effective learning environments appropriate to students and subject matter.

In such environments, students should be:

- aware of the learning expectations, and motivated to achieve them
- engaged in appropriate ways to learn
- aware of their progress in learning
- active and responsible members of a learning community.

Program Structure

Programs of Study

Early Childhood Services

Early Childhood Services (ECS) is a voluntary program which may be offered by school boards, private schools and private ECS operators. All ECS programs shall be planned, implemented and evaluated on the basis of the beliefs and principles outlined in the document *Early Childhood Services: Philosophy, Goals and Program Dimensions*, 1984. This document is currently under review, and an interim document will be available in late 1994. The final edition is scheduled for June 1995.

The document identifies six program dimensions:

- self-concept
- health and physical development
- social development
- emotional development
- intellectual development
- creative development.

Early Childhood Services: Philosophy, Goals and Program Dimensions is available for purchase from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

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Elementary and Junior High Schools

The following programs of study are prescribed by order of the Minister pursuant to section 25(1) of the *School Act*.

- *Program of Studies: Elementary Schools*
- *Program of Studies: Junior High Schools*

Mandatory requirements for programs and courses are outlined in these documents, which contain the following components:

- Program Rationale and Philosophy
- Learner Expectations
  - General Learner Expectations
  - Specific Learner Expectations

Programs of study may also contain listings of basic student learning resources. All authorized learning resources are listed in the Learning Resources Distributing Centre *Buyers Guide*.

The programs of study and the *Buyers Guide* are available from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

Program Organization and Delivery

Early Childhood Services

Minimum Hours

Where ECS programs are offered, approved operators shall provide at least 200 hours of program activities for each child in a centre during a fiscal year, or at least 9 in-home visits of one-and-a-half hours duration or more to each child in an in-home program during a fiscal year, or the equivalent in a combination of centre hours and in-home visits.

Grade 1 to Grade 9

To ensure equitable access of opportunity for Grade 1 to Grade 9 students, a minimum number of instructional hours are specified.

In accordance with section 25(1)(c) of the *School Act* and to allow for a balanced program that leads to the learning expectations indicated in the description of Basic Education, schools are required to ensure that Grade 2 to Grade 9 students have access to 950 hours of instruction per year in each grade. For Grade 1, alternative minimum times enabling a smooth transition from ECS are permissible.

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student–teacher interaction and supervision are maintained.

Instructional time does not include: teachers' conventions, professional development days, parent–teacher interview days, teachers' planning days, staff meetings, statutory and local school authority-declared holidays, lunch breaks, breaks between classes, recesses, class periods for the registration of students and extra-curricular activities.

In programs using a language other than English or French as a language of instruction, the regulations regarding percentage of time in each language must be followed.

Organizing Instructional Time

The following requirements and considerations apply.

- All students must be provided access to a specified number of hours of instructional service. (See **Early Childhood Services** and **Grade 1 to Grade 9** above.)
- Subject to the above requirement, the scheduling of instructional time is a local matter.
- All students should be provided sufficient opportunity to achieve the learner expectations outlined in the programs of study. To assist schools in planning, recommendations regarding the apportioning of instructional time are provided in the sections that follow.
- Organization for instruction may be based on an integrated programming model. Where programs are integrated, the learner expectations from two or more programs may be addressed within a common time block.

Elementary Required Program Components

In planning elementary programs, the following recommended percentage time allocations are identified as a general guide. The actual times that may be required to meet learning expectations in each subject area may vary from student to student.

Recommended Time Allocations in Percentage

Grade 1 and Grade 2

Required Subjects	Percentage
Language Arts	30%
Mathematics	15%
Science	10%
Social Studies	10%
Art and Music	10%
Health and Physical Education	10%
Time for other subjects (e.g., French, drama, religious instruction) or additional allocations to the required subjects listed above.	15%

Grade 3 through Grade 6

Required Subjects	Percentage
Language Arts	25%
Mathematics	15%
Science	15%
Social Studies	10%
Art and Music	10%
Health and Physical Education	10%
Time for other subjects (e.g., French, drama, religious instruction) or additional allocations to the required subjects listed above.	15%

Elementary Optional Program Components

At the elementary level, programming may include one or more optional components. Optional components are those parts of the elementary school program that are based on learning expectations other than those outlined for required subjects.

Optional components may be developed and approved at the local level, as per section 44(1)(a) of the *School Act*. The following areas are optional components for which learning expectations have been developed at the provincial level.

- Blackfoot Language and Culture Program
- Computer Literacy
- Cree Language and Culture Program
- Drama
- French as a Second Language
- Ukrainian Language Arts.

Junior High Instructional Time

At the junior high level, schools must provide access to 950 hours of instruction per year in each grade.

Junior High Core Program

A course in junior high school represents a set of specific knowledge, skills and attitudes. Most students can achieve these in the recommended times that follow. It is recognized that some students can acquire the knowledge, skills and attitudes specified in a course of studies in less than the recommended time, while others will require more time.

- The recommended time allotment (hours per year) for each core course is:

Language Arts	150 hours or more per year
Mathematics	100 hours or more per year
Science	100 hours or more per year
Social Studies	100 hours or more per year
Physical Education	75 hours or more per year
Health and Personal Life Skills	①

- For schools offering instruction in a language other than English (*School Act*, sections 5 and 6), the above time recommendations for core courses apply. In addition, it is recommended there be a minimum of 150 hours of language arts in the language of instruction.

① Health and Personal Life Skills is a required course, but it is not necessary to offer this course each year. Therefore, it is recommended that Health and Personal Life Skills be offered for 150 hours or more over the three years, Grade 7 through Grade 9.

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Junior High Complementary Program and Courses

At the junior high school level, program emphasis must enable students to meet the standards of the core courses. Schools are also encouraged to offer complementary courses that meet the requirements and interests of their students.

It is recommended that schools offer a balanced program that includes the core courses and either provincially authorized complementary courses and/or locally authorized complementary courses. Schools are encouraged to incorporate any desired parts of provincially authorized complementary curriculum into their own locally authorized courses.

The complementary courses are categorized as follows.

Practical Arts

Agriculture: Land and Life
Business Studies 9
Computer Studies
Home Economics
Industrial Education

Note: Practical Arts courses will be replaced by Career and Technology Studies (CTS) strands in the 1997–98 school year. Also see the CTS section in this handbook.

Fine and Performing Arts

Art
Drama
Music
- Choral
- General
- Instrumental

Second Languages

French
German
Ukrainian

Native Languages

Blackfoot Language and Culture Program
Cree Language and Culture Program

Other

Environmental and Outdoor Education
Ethics
Religious Studies
Locally Authorized Courses

- **Grades 7, 8, 9 Sequence**: Students should be encouraged to continue in Grade 8 and Grade 9 with at least one of the complementary courses selected in Grade 7.

- **Religious Studies**: Religious studies may be offered at the discretion of the local school board, under section 33 of the *School Act*.

- **Ethics**: This course may be offered in Grade 7, Grade 8 or Grade 9.

- **Practical Arts**: Schools may wish to incorporate modules from the appropriate interim Career and Technology Studies (CTS) strands into existing Practical Arts courses.

- **French as a Second Language**: All reports of student progress should identify clearly the levels of the French as a Second Language program that apply. These levels may be identified as level 1, 2, 3, 4, 5 or 6. For reports of student progress, the level identified should be consistent with student achievement.

  The **Beginning** level French as a Second Language (FSL) program has replaced the six-year French as a Second Language program, as of September 1992. The new **Intermediate** levels of the French as a Second Language program replace the nine-year French as a Second Language courses, according to the following schedule:

Year of Provincial Implementation	New FSL Program Level	Replacing Present FSL Courses	Last School Year of Present FSL Courses
1993–94	FSL Intermediate 4	French N Grade 7	1992–93
1994–95	FSL Intermediate 5	French N Grade 8	1993–94
1995–96	FSL Intermediate 6	French N Grade 9	1994–95

  The French N course sequence is for those students who began a nine-year French program at the elementary level.

- **Other Second Language Courses**: The two-year junior high school German programs may be offered in any of Grade 7, Grade 8 or Grade 9.

  The Government of Alberta has recognized the multicultural nature of the province through the *Alberta Cultural Heritage Act*, 1984 and the *Language Education Policy for Alberta*, 1988. Accordingly, Alberta Education encourages local school authorities to develop second

language courses to meet the needs of the local community when such courses are not available as provincially authorized courses. Guidelines and procedures for the development and authorization of these second language courses are contained in the *Alberta Education Policy Manual* available for purchase from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750). For further information, contact the Curriculum Standards Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427-2984, Fax 422-3745).

Integrated Occupational Program Core and Practical Arts Courses

A student shall have access to a minimum of 950 hours of instruction at Grade 8 and Grade 9.

- The recommended time allotment for Integrated Occupational Program (IOP) courses is:

Minimum Core Time	575	hours per year
Minimum Practical Arts Time	225	hours per year
Unspecified Core and/or Practical Arts Time	150	hours per year
Minimum TOTAL Instructional Time	950	hours per year

- The IOP practical arts component consists of Business Education, Personal and Public Services, and Technical/Occupational courses. Both Grade 8 and Grade 9 instruction must include at least two of these three practical arts courses. For further information, refer to page 17 of the updated *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers*, 1994.

- Unspecified time of 150 hours may be used to provide additional instructional time in the IOP academic core courses, complementary courses and/or the practical arts courses.

For further information about the IOP, see the section Specific Programs and Services.

Locally Authorized Junior High Complementary Courses

Locally authorized junior high school complementary courses provide instructional opportunities that enable local school authorities to be innovative and responsive to local and individual needs through the development and authorization of courses at the local level.

Schools are encouraged to incorporate any desired parts of provincially authorized complementary curriculum into their own locally authorized courses.

For further information on locally authorized junior high school complementary courses, refer to the *Alberta Education Policy Manual* available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427–2767, Fax 422–9750).

Physical Education Exemptions

As an integral part of the well-balanced physical education program, activities should be selected to contribute to the attainment of the learner expectations.

In the following specified circumstances, however, exemptions may be warranted from one or more dimensions of the course.

Category	Conditions for Exemption	Procedures	Alternative Experiences
INDIVIDUAL	Religious beliefs	• Statement in writing from parent to principal.	• When exemption is granted, alternative activities consistent with the goals and objectives of the specific dimension should be substituted, where appropriate.
INDIVIDUAL	Medical	• Certification to principal by medical practitioner with statement of activities in which the student is not able to participate.	
CLASS, GRADE OR SCHOOL	Access to facilities	• Initiated by local school authority or parent. • Approved by local school authority.	

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Senior High Courses for Junior High Students

Secondary education programs recognize and accommodate the wide range of developmental needs, abilities and differences that exist among students.

The opportunity to take senior high school courses for diploma credits during a junior high school's regular instructional day may be offered as a privilege to an **eligible student**, as identified by the principal of a junior high school.

An **eligible student** is one who, in the opinion of the junior high school principal, has satisfied the general and specific learner expectations of each core course of the junior high school program to the extent of his or her estimated potential, has achieved acceptably in all enrolled complementary courses, and who shows special interest and signs of high potential in subject areas that are part of a senior high school graduation program.

A student may be offered an opportunity to take one or more senior high school courses at either the junior high school or to attend a senior high school part-time.

The privilege to enroll in a senior high school course(s) is at the discretion of the junior high school principal, and a decision to extend this privilege to a student follows appropriate consultation with and approval of a parent or guardian.

The opportunity to access advanced level instruction applies to those course sequences that are continuous with junior high programs and that offer challenges beyond Grade 9 courses.

The following are examples of course sequences that meet this criterion:

- English Language Arts 10–20–30
- Français 10–20–30
- French Language Arts 10–20–30
- French as a Second Language 31a–31b–31c
- Mathematics 10–20–30
- Science 10–20–30
- Social Studies 10–20–30.

Courses from Practical Arts and Career and Technology Studies (CTS) are excluded under this provision. This exclusion will be reviewed as further development of CTS occurs.

Where senior high school courses are offered at the junior high school level, the planning for such courses should be based on collaboration between the junior high school and the receiving senior high school. Junior high school teachers challenging students with senior high school courses should consult with senior high school teachers to establish procedures that ensure consistency in implementing course expectations and assessment standards.

Schools offering senior high school courses to junior high school students shall ensure that the approved programs of study for the senior high school courses are followed.

A junior high school student receives credits and marks for successfully completed senior high school courses. Upon promotion to Grade 10, the junior high school principal forwards the student's final marks to the principal of the receiving senior high school and concurrently to the Information Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Fax 422-2137).

Interdisciplinary Studies

The programs referred to in this handbook are outlined in subject area categories. Organization for instruction may be based on these subject categories or on a locally developed integrated programming model. Where integrated programming is provided, schools should ensure that records of student progress indicate the achievement of students in each subject area and that information on student progress is available to parents in that form.

Assisting with Student Planning

Student and Parent Choice

A student's choice of programs is subject to approval of the principal, except where a student (age 16 or over) elects to take distance learning courses. Steps should be taken to secure parents' understanding and concurrence in their children's course selections. Principals should ensure students are made aware of special programs available to meet their individual educational needs. Students eligible for French language education under section 23 of the *Canadian Charter of Rights and Freedoms*, and registered in a francophone school or program, should be given the opportunity to complete most of their required course work in French. Native students may access resources and programs designed to reflect and respect Native cultures.

Planning Student High School Programs

Students should be given assistance in planning their high school programs. Certain courses are required for a diploma or a Certificate of Achievement. Some Grade 10 courses are prerequisites for more advanced high school courses. When planning their Grade 10 program, all students should become familiar with the guidelines in order to avoid possible difficulties in the later high school years.

When assisting students in planning their programs, junior high school staff should ensure that students keep in mind the credit requirements for graduation from senior high school, outlined in the *Alberta High School Graduation Requirements* booklet available free from the Curriculum Standards Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 422-4872, Fax 422-5129).

Assessing and Reporting Student Achievement

Purpose of Assessment

The assessment of student progress in relation to the expectations outlined in the programs of study is important for the following reasons.

- The information on student progress is essential for planning learning activities that will be appropriate for each student.
- The information is required for reporting student progress clearly to both students and parents.
- The information is used in decisions regarding student placement.
- The information is required for evaluations of program effectiveness.

Assessment as a Guide for Learning and Instruction

The assessment of student progress serves as a guide for learning and instruction. Knowledge about each student's current level of achievement is essential for matching learning activities to learning needs.

This information may be collected in a variety of ways to provide feedback that is useful to student and teacher alike. To be most useful, the assessment process should have the following characteristics.

- It should be an ongoing process rather than a set of isolated events.
- It should provide opportunity for students to demonstrate their learning in ways that are appropriate to both the

curriculum and the students. Paper and pencil formats are appropriate means for assessing some learning expectations. Other areas of learning are assessed most effectively by observing students in practical situations.

- It should provide direct feedback to students and teachers enabling them to refocus their efforts in the formative stages of learning and instruction.
- It should provide information about what students have learned and what they have not learned and identify specific areas of strength or difficulty.

The terms **diagnostic instruction** and **diagnostic teaching cycle** are often used to refer to instruction that is closely linked to assessment. Diagnostic instruction provides a means to ensure that learning difficulties are recognized early and that students receive the help they need. It also provides a means of confirming student learning so that more challenging activities can be provided as they become ready.

Diagnostic approaches to instruction are especially useful in key areas of language learning and mathematics. To assist teachers in applying diagnostic techniques to these program areas, Alberta Education has developed the following service materials.

- *Diagnostic Reading Program* (Grade 1 to Grade 6)
  Resource materials include assessment instruments and descriptions of evaluation and instructional strategies.

- *Diagnostic Mathematics Program* (Grade 1 to Grade 6)
  Resource materials provide guidance in the use of manipulatives, individual interviews and small group activities. The activities serve as a basis for both evaluation and instruction.

- *Evaluating Students' Learning and Communication Processes* (Grade 7 to Grade 10)
  Resource materials provide a strategy for evaluating student skills in six communication processes: exploring, narrating, imagining, empathizing, abstracting and monitoring. To demonstrate these processes, diagnostic teaching units have been developed in language arts (Grade 7), social studies (Grade 7, Grade 8 and Grade 9), and science (Grade 7 and Science 14).

The above materials are available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427–2767, Fax 422–9750).

Assessment as the Basis for Reporting

Reports of student achievement shall identify student progress relative to the grade levels of the curriculum. This information shall be provided to parents and to students, and shall be part of any continuing record of a student's progress.

In the past, the reports provided to parents have not always identified clearly the student's achievement and in some cases the problem is reflected in the reporting format. Report cards that identify the group in which a student is placed, but that do not indicate the student's actual achievement, should be reviewed and revised. See section 13 of the *School Act* as well as the Role of the Teacher subsection in this handbook.

Assessment as a Guide for Student Placement

Assessments of student performance are used to determine student achievement, which is a factor in determining placement of students.

Decisions regarding placement of a student are made by the principal based on local policies and practices. These policies and practices should determine what programs are provided for what range of grade levels in each school and classroom setting. The decision to move a student from an elementary setting to a junior high school setting, or from one grade to another, should be based on the student's achievement and on decisions about where the appropriate level of programming will be offered. Decisions regarding placement of students in a senior high school setting are made on the same basis.

In instances where a challenge is made regarding a student's placement, section 103(2) of the *School Act* applies as follows.

Where a decision of an employee of a board significantly affects the education of a student,

a. the parent of the student, and

b. in the case of a student who is 16 years of age or older, the student,

or either of them may within a reasonable time from the date that the parent or student was informed of the decision appeal that decision to the board.

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Assessment for Program Evaluation

In addition to providing the basis for evaluating individual student progress, the standards of the curriculum provide a framework for evaluating program effectiveness. The collective gain of students along each strand of the program can signal the degree of effectiveness of the learning activities, learning resources and instructional approaches being used.

Schools need to use a variety of tools for gathering data useful in program evaluation. The provincial Achievement Testing Program can provide some useful information regarding student achievement.

Provincial Achievement Testing Program

The provincial Achievement Testing Program provides Alberta Education, local school authorities, schools and the public with information significant at the provincial and local levels about what students know and can do in relation to provincial standards. Annual assessments are conducted at Grade 3, Grade 6 and Grade 9. The results are reported in September of each year.

At Grade 3, assessments are in English language arts and mathematics. Both English and French versions are available for mathematics.

At Grade 6 and Grade 9, the assessments are in English language arts, French language arts, mathematics, science and social studies. French translations of the mathematics, science and social studies tests are available.

The schedule for administering achievement tests is communicated to schools in the fall of each year. It allows for some flexibility in determining testing times locally.

For further information on the provincial achievement testing program, please refer to the following bulletins available free from the Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427-0010, Fax 422-4200).

- *Achievement Testing Program*, bulletins for Grade 3, Grade 6, and Grade 9
- *Assessment Highlights*, for previously administered subject tests
- *Achievement Testing Program, General Information Bulletin*, for test administration
- *Achievement Testing Program, Provincial Report*.

Specific Programs and Services

Alberta Distance Learning Centre

The Alberta Distance Learning Centre can enhance local educational programs by providing instruction to students for whom classroom instruction cannot be provided in the subjects desired.

Registration and Fees

Students under 16 years of age who are attending a school operated by a local school authority must obtain the approval of the superintendent, principal or designate, before registering in Alberta Distance Learning Centre courses. Local school authorities are responsible for the fees of students who are directed to enroll in Alberta Distance Learning Centre courses. Also, local school authorities are responsible for the fees of students under 16 years of age if they are in home education programs supervised by the local school authority.

If the local school authority directs students who are 16 years of age and over to enroll in Alberta Distance Learning Centre courses, the local school authority is responsible for the fees of these students.

Students age 16 and over who enroll directly in Alberta Distance Learning Centre courses are responsible for paying their own registration fees.

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Students who are living in unorganized territories, or who are residing temporarily outside of Alberta, may apply directly to the Alberta Distance Learning Centre. Alberta Education will assume the registration fees for Alberta students under 19 years of age and living in unorganized territories.

Students younger than 19 years of age, who are not enrolled in a school operated by a local school authority, may enroll in Alberta Distance Learning Centre courses through home education. Students are advised to contact their local school board about home education. Registration fees for these students are the local school board's responsibility.

Application forms are enclosed with the Alberta Distance Learning Centre handbook received by schools at the beginning of each school year, and additional copies are available upon request.

Students who wish to register with the Alberta Distance Learning Centre should send a completed application form to the Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta, T0G 2P0 (Telephone 674-5333, Fax 674-6588). Students may also register in person at the Alberta Distance Learning Centre in Barrhead or at the Edmonton Study Centre, 9th Floor, Harley Court, 10045 - 111 Street, Edmonton, Alberta (Telephone 427-2766, Fax 427-3850).

Courses and Programs

The following elementary and junior high school programs and courses are offered by the Alberta Distance Learning Centre.

Grade 1 to Grade 3
Language Arts
Mathematics
Science
Social Studies

Grade 4 to Grade 6
Language Arts
Mathematics
Science
Social Studies

Grade 7 to Grade 9
Core
Health
Language Arts
Mathematics
Science
Social Studies

Complementary
Agriculture: Land and Life
Art
Ethics
French as a Second Language
German as a Second Language
Ukrainian as a Second Language

Additional Local School Authority Responsibilities

The principal, counsellor, superintendent or designate, should help the student select suitable courses, obtain the required textbooks and other materials, establish timetable periods for distance learning study and arrange for writing final tests.

Home Education
(through Alberta Distance Learning Centre)

Parents or guardians who wish to provide their children with a home education program using Alberta Distance Learning Centre courses must offer the program under the supervision of either their resident or a willing non-resident local school board. The local school board is responsible for the Alberta Distance Learning Centre fees for home education students.

For information about home education, refer to the *Alberta Education Regulations* and the *Alberta Education Policy Manual*. The *Alberta Education Regulations* are available free from the Policy and Planning Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427-8217, Fax 422-5255). The *Alberta Education Policy Manual* is available for purchase from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

Monitoring Student Progress

For students who are attending school, the Alberta Distance Learning Centre will send status reports on student progress to principals, on a monthly basis.

Student Learning Resources

The Alberta Distance Learning Centre does not lend textbooks that are available for purchase from the Learning Resources Distributing Centre. Students attending a school may purchase the required textbooks from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750) or may obtain books from their school, in accordance with local school authority policies. Out-of-print textbooks, identified in Alberta Distance Learning Centre handbooks by a double asterisk, may be borrowed by a student registered in an Alberta

Distance Learning Centre course, provided the student submits a refundable deposit.

Correspondence Education, in particular the Distance Education Program, involves a variety of nonprint materials, such as computer software, laboratory kits, audiotapes and videotapes, that are integral to the program package. Some videotapes are available from the regional resource and urban media centres, or from ACCESS Network, or schools can acquire software, filmstrips and videos direct from the supplier. In other instances, registered students obtain these learning resources as part of the Correspondence/Distance Education package.

Other learning resources, such as computer software, laboratory kits, audiotapes and videotapes, which are integral to a distance learning course package, are available to registered students from the Alberta Distance Learning Centre. Consult Alberta Distance Learning Centre handbooks and the Learning Resources Distributing Centre *Buyers Guide* and supplements for availability and cost of learning resources.

Those who would like to use materials that are produced by the Alberta Distance Learning Centre but who do not wish to register with the centre may purchase materials from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

Further information about the services available, registration procedures, fees and course materials may be obtained by contacting the Student Services Department, Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta, T0G 2P0 (Telephone 674-5333, Fax 674-6588).

Alberta School for the Deaf

Provision of educational services to all students is required by section 28 of the *School Act*, which states:

- A board shall ensure that each of its resident students is provided with an education program consistent with the requirements of this *Act* and the regulations.

- Subject to subsection (3) and section 8(2.01), a board shall direct a resident student of the board to enroll in and attend a particular school operated by the board.

- A board shall enroll a resident student of the board or of another board in the school operated by the board that is requested by the parent of the student if, in the opinion of the board asked to enroll the student, there are sufficient resources and facilities available to accommodate the student.

- A board shall enroll a resident student of the Government in a school operated by the board as requested by the Minister if the student is living in the district or division.

- A parent of a student enrolled in a school shall not request that the student be enrolled in another school during a school year unless the board operating the other school consents.

- A board shall provide to each student enrolled in a school operated by the board an education program consistent with the requirements of this *Act* and the regulations that will give the student the opportunity to meet the standards of education set by the Minister.

The Alberta School for the Deaf provides education to students who are deaf or hard of hearing, ECS to Grade 12. Programs are based on Alberta Education and Alberta Hearing Impaired curriculum guidelines and are modified to meet the individual learning and communication needs of each student.

Students must be assessed before being accepted into the program and must be referred for assessment by their local school authorities. For the 1994–95 school year, school boards should honour tuition agreements in support of their resident students attending the Alberta School for the Deaf. Students who have been attending another school for the deaf, or a program for deaf/hard of hearing children, may transfer directly to the Alberta School for the Deaf with the approval of their resident school board.

For further information, contact the Principal, Alberta School for the Deaf, 6240 – 113 Street, Edmonton, Alberta, T6H 3L2 (Telephone 422-0244 voice or TDD, Fax 422-2036) or the Special Education Branch, 6240 – 113 Street, Edmonton, Alberta, T6H 3L2 (Telephone 422-6326, Fax 422-2039).

Career and Technology Studies

Career and Technology Studies (CTS) is a new program being phased into junior and senior high schools from 1992 to 1997.

In the 1997–98 school year, CTS will replace the following junior high practical arts courses and programs.

Agriculture: Land and Life
Business Studies 9
Computer Studies
Environmental and Outdoor Education
Home Economics
Industrial Arts

Prior to 1997, the above courses and programs may include interim modules from CTS, which are or will be available for implementation as follows.

1993–94 School Year

Enterprise and Innovation
Tourism Studies

1994–95 School Year

Agriculture
Career Transitions
Communication Technology
Construction Technologies
Design Studies
Financial Management
Foods
Forestry
Information Processing
Legal Studies
Wildlife

1995–96 School Year

Cosmetology
Energy and Mines
Fabrication Studies
Fashion Studies
Management and Marketing
Mechanics

1996–97 School Year

Community Health
Electro-Technologies

The following guidelines should be used in selecting CTS modules for incorporation into existing practical arts programs or courses.

- Modules selected should be consistent with and supportive of the general learner expectations (goals) of the practical arts course or program in which they are included.

- The sequencing of modules selected should be consistent with guidelines provided in the *Career and Technology Studies: Guide to Standards and Implementation*, Interim 1994, for the strand from which the module is selected.

- Modules should be selected on the basis of resources available.

Community Partnerships

Community partnerships are based on the belief that educators can enhance student learning experiences by bringing the community into the school and by placing students out into the community.

Using the expertise, talent and resources of community-based service organizations and agencies, and business, industry, citizen groups and parents, schools can enrich the educational experiences of students.

Students may be introduced to the concept of community partnerships through such activities as:

- inviting members of the community into the school as guest speakers or to give demonstrations
- involving community members in special events, such as career days or education week
- touring local businesses and industries
- sharing resources, such as films, videos, booklets, pamphlets, equipment or specialized laboratory facilities
- participating in programs, such as work study, job shadowing or mentorships
- participating in community service activities.

Work Study

Work study education provides an opportunity for junior high students to apply the knowledge, skills and attitudes they have acquired in course work to real-life situations through a school–community partnership arrangement.

Work study includes experiential learning activities undertaken by a student:

- as an integral part of an approved school course or program
- under the cooperative supervision of the subject area teacher–coordinator and the employer.

Junior high school work study should take place between 8:30 AM and 4:30 PM, Monday through Friday.

Distance Education Technology

Alberta Education encourages the use of technology to facilitate more equitable access to education programs for all students regardless of location. Through the use of distance education technologies (e.g., facsimile, telephone and audio conferencing, computers and satellite TV) students in small schools have access to many of the same courses as students in large schools.

Inquiries regarding Distance Education programs should be sent to the Director, Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta, T0G 2P0 (Telephone 674–5333, Fax 674–6561). Inquiries about materials should be directed to the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427–2767, Fax 422–9750).

Educational Information Exchange

The Educational Information Exchange has developed a province-wide student information system that collects and stores basic ECS to Grade 12 student data. All Alberta students, ECS to Grade 12, will be registered with the Educational Information Exchange by November 1995. For further information, contact the Educational Information Exchange, Information Services Branch, Planning, Information and Financial Services Division, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427–9655, Fax 427–1179).

English as a Second Language

Schools with students learning English as a second language should refer to the English as a Second Language Policy in the *Alberta Education Policy Manual* and the *Language Education Policy for Alberta*, 1988.

For further information about curricular documents, consult the *Language Education Policy for Alberta*, 1988, or contact the Curriculum Standards Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427–2939, Fax 422–5129).

Languages Other than English

Bilingual Programs

According to section 6 of the *School Act*, a local school board may authorize the use of a language other than English or French as a language of instruction. In such cases, English must be used as the language of instruction for not less than 50 per cent of the school day. A Ukrainian Language Arts (ECS to Grade 12) program of studies is available provincially. For local school authorities wishing to develop a language arts program in a language other than English or French, the document *Framework for a Locally Developed Language Arts Curriculum for a Language Other Than English or French (ECS–Grade 12)*, 1989, is available for purchase from the Learning Resources Distributing Centre.

Local school authorities are asked to refer to the *Languages Other than English or French Regulation*, the *Language Education Policy for Alberta*, 1988, and the *Alberta Education Policy Manual* available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427–2767, Fax 422–9750). For additional information, contact the Curriculum Standards Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427–2984, Fax 422–3745).

Francophone Programs

Francophone programs are education programs offered almost entirely in French and are designed to meet the needs of children whose parents qualify under section 23 of the *Canadian Charter of Rights and Freedoms*.

Section 5 of the *School Act* states that where individuals have rights under section 23 of the *Charter* to have their children receive instruction in French, these children are entitled to receive that instruction in accordance with those rights wherever in the province those rights apply. Local school authorities should refer to the *Language Education Policy for Alberta*, 1988, and the *Alberta Education Policy Manual*, available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427–2767, Fax 422–9750).

French Immersion Programs

According to section 6 of the *School Act*, a local school board may authorize the use of French as a language of instruction. Local school authorities are asked to refer to the *French Language Immersion Regulation* and the *Language*

Education Policy for Alberta, 1988. Additional information is available in the *Alberta Education Policy Manual* and from the Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427-2940, Fax 422-1947).

Second Language Programs in Languages Other than English or French

Second language courses have been developed provincially for Blackfoot, Cree, German and Ukrainian.

The Blackfoot and Cree Language and Culture programs are intended for students beginning their study of these languages in Grade 1, however, both programs may be adjusted to meet the learning needs of students who commence their studies at a later stage. A two-year program is available in German. A Ukrainian Language Arts program is available for students beginning the study of this language in Grade 7. Information on French as a Second Language is outlined in the section Junior High Complementary Program and Courses.

Further information is available in the *Alberta Education Policy Manual*; the *Language Education Policy for Alberta*, 1988; and from the Curriculum Standards Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427-2984, Fax 422-3745).

Integrated Occupational Program

The Integrated Occupational Program (IOP) is a five-year program that begins in the eighth year of schooling and may continue through the twelfth year of schooling. Students entering the program in junior high school have the opportunity to complete their studies in senior high school and attain a Certificate of Achievement or may transfer into a diploma program.

The IOP is available to students in jurisdictions that choose to offer the program. It is intended for students who require an integrated program that enhances their academic and occupational competencies as well as their ability to enter into employment and/or continuing education and training.

The junior high school IOP provides students with opportunities to acquire, consolidate and expand on concepts, skills and attitudes necessary for successful crossover to regular programs or to progress to the IOP in senior high school.

The following criteria have been established which, taken together, may help determine students' eligibility for the IOP.

- Age—Students must be 12 years and six months of age or older as of September 1 (upon entering Grade 8 of the program).

- Achievement—Candidates for the IOP have a range of abilities and interests. They demonstrate reading, writing, computational and other levels of achievement below those of their age peers. The differences in their achievement tend to make it difficult for them to experience success in a diploma program.

- Related Factors—Some of the factors that should be considered are: behaviour, motivation, emotional makeup, psychomotor coordination, work habits, attendance, persistence, etc.

- Learning Styles—Candidates will benefit from concrete learning experiences.

The academic courses focus on the development of knowledge, skills and attitudes necessary for everyday living at home, in their community and on the job. The development in these courses is directed toward improving students' capabilities in communication, computation and social relationships.

The practical arts courses provide the students with the opportunity to apply concepts, skills and attitudes developed in the academic courses and, at the same time, prepare the students for entry-level job opportunities in eight occupational clusters.

The eight occupational clusters are: **agribusiness**, **business and office operations**, **construction and fabrication**, **creative arts**, **natural resources**, **personal and public services**, **tourism and hospitality**, and **transportation**. Community partnership is integral to all IOP courses.

To qualify for funding, local school authorities must be able to demonstrate, upon the request of Alberta Education, that a five-year program is available to students.

Further information is provided in the updated *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers*, 1994, and in the *Alberta Education*

Policy Manual, available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427–2767, Fax 422–9750).

Native Education

Native people throughout the province have indicated that they want their children to complete regular school requirements and achieve the same standards set for all students.

To support the learning of Native students, schools are encouraged to use learning resources that give attention to Native heritage perspectives. Basic and other classroom resources (print and video), as well as a teacher resource catalogue and Native language programs, have been developed by the Native Education Project.

Alberta Education's policy on Native education states that all students in Alberta should understand and be aware of Native cultures, lifestyles and heritage. Native issues and culture may be explored in social studies, art, drama, science and other areas of the curriculum. Students, teachers and administrators may also explore Native issues in Alberta through a locally developed and/or authorized Native studies course. *Native Education in Alberta's Schools: Policy Statement on Native Education in Alberta*, 1987, is available free from the Native Education Project, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427–2043, Fax 422–5256).

Both provincially authorized and locally authorized Blackfoot and Cree language and culture courses are offered in the province. More information on these courses is available from the Curriculum Standards Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427–2984, Fax 422–3745).

For further information, refer to the *Alberta Education Policy Manual* available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427–2767, Fax 422–9750).

School Library Program

Students in Alberta schools should have access to an effective school library program that is integrated with instructional programs. Such programs improve students' opportunities for achieving expectations for a basic education as outlined in the Mission and Mandate section of this document.

In an integrated school library program, the services and activities are not peripheral or supplementary to the school's instructional program; they are an essential and dynamic part of it. The program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. The resources are designed to assist them to grow in their ability to find, generate, evaluate and apply information. These information skills will, in turn, prepare students to function effectively as individuals and as full participants in society.

Student learning experiences should integrate information retrieval and research skills. These skills are best learned within the curriculum. To promote integration, opportunities for cooperative planning between teachers and teacher-librarians should be provided.

An integrated school library program attends not only to its formal instructional role, but also to its function as a centre for informal learning. As a resource centre, the school library should be a place where students can pursue their individual educational interests.

For additional information, refer to *Focus on Learning: An Integrated Program Model for Alberta School Libraries*, 1985; *Focus on Research: A Guide to Developing Students' Research Skills*, 1990, and the *Alberta Education Policy Manual*, all available for purchase from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

Special Education

Alberta Education supports the education of exceptional students. "Exceptional students" are those students who require a different program or an adaptation or modification to a regular school program. Special education support is provided to help local school authorities and schools develop programs for students with educational disabilities or for gifted and talented students. Further information is provided in the *Alberta Education Policy Manual* available for purchase from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

School jurisdictions are required to identify students with special needs, develop and implement individual program plans (IPP) for those students, and evaluate their individual progress. Course requirements in regular classes will be identified in the IPP. Exceptional students taking curriculum

courses for credit will be expected to meet those course requirements. Where an exceptional student is unable to attend school for the required hours of instruction, the superintendent shall inform the Regional Manager of the nearest Regional Office of Alberta Education of the reduction and the circumstances making the reduction necessary.

For further information regarding special education programs, contact the Special Education Branch, 6240 – 113 Street, Edmonton, Alberta, T6H 3L2 (Telephone 422-6326, Fax 422-2039), or the Regional Manager of the nearest Regional Office of Alberta Education.

Program Information

Curriculum guides and a program of studies for special education are available in the following categories: educable mentally handicapped, trainable mentally handicapped, dependent handicapped, visually impaired and hearing impaired. These documents are available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

The Special Education Branch is currently developing a new core document for special education tentatively titled *Programming for Students with Special Needs: A Guide to Implementation and Assessment*. This document will replace several 1982-83 curriculum documents (guides) and is scheduled for distribution in the fall of 1995.

Resources for Special Education and Guidance & Counselling: An Annotated List, 1994, can be requested free from the Special Education Branch, 6240 – 113 Street, Edmonton, Alberta, T6H 3L2 (Telephone 422-6326, Fax 422-2039).

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PROGRAM ADMINISTRATION: The *School Act*①

The *School Act*

The *School Act* sets out the legal parameters that govern the education of students in the province of Alberta. The management, operation and powers of local school authorities are outlined in the *Act*.

The *Act* gives the Minister the authority to set regulations in particular areas. Regulations provide specificity on matters for which there is regulation-making authority in the legislation. Regulations have the force and effect of law.

Provincial policies outline Alberta Education's position on significant educational issues.

Procedures specify how a policy will be administered. They outline mandatory and discretionary activities, responsibilities and funding mechanisms.

The governance of education in Alberta is guided by the following principles:

- policies and procedures rather than rules and regulations will continue to be used for setting educational goals and directions
- the province will continue to provide consistent direction, while encouraging flexibility and local discretion at the local school authority and school level by keeping regulations to a minimum

① All references to the *School Act* are to the Statutes of Alberta 1988, Chapter S-3.1 with amendments in force as of July 1, 1994 not including unproclaimed amendments.

- all Alberta Education's regulations, policies and procedures will be consistent with the objectives and underlying principles of the *School Act*.

The *School Act* is available for purchase from Alberta Government, Publication Services, 11510 Kingsway Avenue, Edmonton, Alberta, T5G 2Y5 (Telephone 427-4952, Fax 452-0668).

Role of the School Council

Section 17 of the *School Act*, as it was before Bill 19 became law on May 25, 1994, remains in effect until either,

a. new regulations reflecting Bill 19 are in place and a new school council has been formed in accordance with the regulations, or

b. until June 30, 1995,

whichever comes first.

Section 17 of the *School Act*, as amended by Bill 19, states:

- a school council shall be established in accordance with the regulations for each school operated by a board

- the majority of the members of a school council shall be parents of students enrolled in the school

- a board of a separate school district or a division made up only of separate school districts, by resolution, may require that the parents of students enrolled in a school operated by the board who are members of the school council must also be of the same faith as those who established the separate school districts, whether Protestant or Roman Catholic

- a school council shall:
  - advise the principal and the board respecting any matter relating to the school
  - perform any duty or function delegated to it by the board in accordance with the delegation
  - ensure that students in the school have the opportunity to meet the standards of education set by the Minister
  - ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and
  - do anything it is required to do under the regulations

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- subject to the regulations, a school council may make and implement policies in the school that the council considers necessary to carry out its responsibilities . . . including but not limited to policies respecting:
  - the nature of the programs offered
  - the expenditure of money
  - the educational standards to be met by students, and
  - the management of the school

- a school council may make by-laws governing its meetings and the conduct of its affairs

- subject to the regulations, a board may develop and implement policies respecting school councils

- the Minister, on the request of the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this *Act* and the regulations

- the Minister may make regulations:
  - respecting the election or appointment of the members of a school council and the term or other conditions of election or appointment and the dissolution of a school council
  - respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities
  - respecting any other matter the Minister considers necessary respecting school councils
  - exempting a school or class of schools from the application of this section.

Role of the Principal

Section 15 of the *School Act* states a principal of a school must:

- provide instructional leadership in the school

- ensure the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this *Act*

- evaluate or provide for the evaluation of programs offered in the school

- ensure that students in the school have the opportunity to meet the standards of education set by the Minister

- direct the management of the school
- maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board
- promote co-operation between the school and the community that it serves
- supervise the evaluation and advancement of students
- evaluate the teachers employed in the school
- subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board.

Role of the Teacher

Section 13 of the *School Act* states a teacher, while providing instruction or supervision, must:

- provide instruction competently to students
- teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this *Act*
- promote goals and standards applicable to the provision of education adopted or approved pursuant to this *Act*
- encourage and foster learning in students
- regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board
- maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board
- subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.

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Role of the Student

Section 7 of the *School Act* states:

A student shall conduct himself so as to reasonably comply with the following code of conduct:

- be diligent in pursuing his studies
- attend school regularly and punctually
- co-operate fully with everyone authorized by the board to provide education programs and other services
- comply with the rules of the school
- account to his teachers for his conduct
- respect the rights of others.

Student Attendance

Attendance at school is compulsory for eligible students who, as of September 1, are 6 years of age or older and are younger than age 16 [*School Act*, section 8(1)]. Section 44(3)(b) of the *School Act* allows local school authorities to make rules respecting the attendance of students at school. Section 7(b) sets out expectations for student conduct regarding attendance at school, and section 9 on enforcing school attendance.

Section 10
Attendance at School

The Attendance Board provides a means to enforce compulsory school attendance. Referral of matters regarding student attendance to the Attendance Board is governed by section 10 of the *School Act* where:

- a student who is required to attend a school under section 8 does not attend school, and
- attempts to enforce school attendance under section 9 have, in the opinion of the board, not been effective,

the board of which the student is a resident student or that operates or supervises the school in which the student is enrolled may refer the matter to the Attendance Board.

- Where a student who is required to attend a school under section 8
  - is enrolled in a private school, and
  - does not regularly attend that private school,

and the person responsible for the operation of that private school has made all reasonable efforts to ensure that the student attends school, the person responsible for the operation of that private school shall refer the matter to the Attendance Board.

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Section 110
Order of Board

Section 110 of the *School Act* states that on hearing a matter referred to it, the Attendance Board may order the parents and student to do a number of things, including directing the student to attend school or directing the parents of a student to send the student to school. An Order of the Attendance Board, when filed with the clerk of the Court of Queen's Bench, has the same force and effect as if the Order were an order of the Court of Queen's Bench.

Children may be exempted by parental request, from two components of the health program: Theme V, Human Sexuality, and the Child Abuse Prevention Unit. Physical Education Exemptions are as outlined in its subsection in this handbook.

For information on further exemptions by parental request, refer to section 8 of the *School Act*.

Suspension and Expulsion of Students

Principals and teachers should be aware of the relationship between the code of student conduct for students, section 7 and Suspension and Expulsion of Students, section 19 (1.1). Students and parents should also be provided with the information contained in these sections in order to familiarize themselves with the expectations for acceptable student conduct and the consequences, to both students and parents, should students fail to comply.

Section 19 of the *School Act* states:

- In this section, "suspend" has the meaning given to it in the rules made by the applicable board.

School Act Section 19
Subsection (1.1)

- a student may be suspended or expelled:
  - if in the opinion of the teacher, the principal or the board, as the case may be, the conduct of the student does not comply with section 7, or
  - for any other reason the teacher, the principal or the board, as the case may be, considers appropriate

- a teacher may suspend a student from one class period

- a principal may suspend a student from:
  - one or more class periods
  - one or more courses or school programs
  - school, or
  - riding in a school bus

- a principal may reinstate a student suspended by him or by a teacher

- when a principal suspends a student, the principal shall:
  - forthwith inform the student's parent of the suspension, and
  - report in writing to the student's parent all the circumstances respecting the suspension

- if a student is not to be reinstated within 5 school days from the date of his suspension, the principal shall:
  - forthwith inform the board of the suspension, and
  - report in writing to the board all the circumstances of the suspension together with the principal's recommendations

- on receiving a report from a principal . . . the board shall, within 10 school days from the first day of the suspension, reinstate or expel the student

- prior to a board's making a decision . . . the parent of the suspended student and the suspended student may make representations to the board with respect to the suspension

- a board may re-enroll a student who has been expelled

- if a student is expelled, the board shall notify immediately, in writing, the parent and, in the case of a student who is 16 years of age or older, the student of their right to request that the Minister review the matter.

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Alberta Education Regulations①

Introduction

The following sections provide a synopsis of those regulations that are relevant to the operation of ECS to Grade 9 programs. For the complete regulations, refer to the *Alberta Education Regulations* or to the *Alberta Education Policy Manual*. The sections of the *School Act* to which these regulations refer, and the regulation numbers, are noted.

Early Childhood Services

Section 24(3)
Alta. Reg. 35/89
Amendment 391/93

This regulation sets out the requirements for the operation of early childhood services programs and includes information on safety standards, programs, policies, teacher's record keeping, financial reporting and insurance.

French Language Immersion

Section 6(2)
Alta. Reg. 36/89

This regulation allows a local school board to authorize a French language immersion program by passing a resolution and informing the Minister in writing.

This program is for students who wish to learn French as a second language. The program does not meet the full requirements of students whose parents have section 23 *Charter* rights.

① The *Alberta Education Regulations* manual is under revision and is being combined with the *Alberta Education Policy Manual* into the new document, *Alberta Education Policy and Regulations Manual*. The *Alberta Education Regulations* are available free from the Policy and Planning Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427-8217, Fax 422-5255).

Notwithstanding section 4 of the *School Act*, the amount of time French is used as the language of instruction in an elementary French immersion program shall be not less than 50 per cent of each school day for Grades 1 to 6, 40 per cent of each school year for Grades 7 to 9, and 30 per cent of each school year for Grades 10 to 12.

Home Education

Section 23(3)
Alta. Reg. 37/89

This regulation recognizes a parent's right to choose a home education program, provided the program meets the requirements of the regulation and is under the supervision of a local school board.

The regulation provides parents with two alternatives in regard to supervision. They may notify their resident board of their desire to educate their child at home, or they may contact a "willing non-resident board" for supervision and notify their resident board.

Provided the parents meet all the criteria for notification in section 2 of the regulation, and the home education program meets all the requirements of section 3 of the regulation, the board shall then supervise the program. A willing non-resident board must notify the resident board, if it is supervising the program.

The regulation also provides for the termination of a home education program when the requirements of the regulation are not met.

Note: A new Home Education Regulation is expected to be passed by the end of September 1994.

Language of Instruction

Section 5(2)

This regulation, still under development, addresses the right to a French language education in accordance with section 23 of the *Canadian Charter of Rights and Freedoms*.

Languages Other than English or French

Section 6(2)
Alta. Reg. 38/89

This regulation allows a local school board to authorize, by resolution, a program that offers instruction in a language other than English or French, by informing the Minister in writing.

A board shall ensure that English is used as the language of instruction for not less than 50 per cent of each school day for each student or an equivalent amount of time in a semestered program.

A board may offer a third language course, provided that English is used for not less than 35 per cent of each day, or an equivalent amount of time in a semestered program.

Section 74(2) of the *School Act* allows a school board to employ a competent individual to teach a language or culture under the supervision of a certified teacher.

Private Schools

Section 22(6)
Alta. Reg. 39/89

Section 22(1) and (2) sets out the requirements for registered and accredited private schools.

The regulation addresses the application for registration and accreditation, and the additional records to be kept by private schools, rules for discipline, suspension and expulsion, required notices, school policies, required insurance and financial reporting provisions.

Student Evaluation

Section 25(3)(c)
Alta. Reg. 40/89

This regulation describes how provincial tests, examinations or other methods of evaluating a student's achievement are conducted. It provides for a directive to be issued outlining Alberta Education's administrative and procedural requirements for evaluating students.

The regulation also covers: security of evaluation materials; student conduct resulting in eviction or invalidation, and related objection and appeal procedures; review of evaluation results and an appeal process; and ministerial use of evaluation results.

Student Record

Section 18(8)
Alta. Reg. 213/89
Amendment 175/93

This regulation itemizes what the student record, established and maintained by the school board, shall and shall not contain, and the length of time a record must be retained. It also deals with the persons who have access to the record and what happens when a student transfers to another school.

Alberta Education Policy Manual①

Introduction

The *Alberta Education Policy Manual* contains provincial policies and regulations that affect the operation of schools and has been developed for local school authorities and ECS private operators, for the following purposes:

- to communicate key policies of Alberta Education
- to provide direction to local school authorities and ECS private operators who wish to access provincial resources
- to provide local school authorities and ECS private operators with legislation, regulations, policies and procedures.

Schools operate under the jurisdiction of the local school authority. All actions undertaken by the principal, as referenced in this handbook, shall be in accordance with local school authority policy. Local policies and procedures shall be consistent with the requirements of Alberta Education.

① The *Alberta Education Policy Manual* is under revision and being combined with the *Alberta Education Regulations* into the new document, *Alberta Education Policy and Regulations Manual*. The *Alberta Education Policy Manual* is available for purchase from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

The policies and regulations derive from and implement both Alberta Education's philosophy and the *School Act*. They provide direction to the educational system, support the rights of students and parents, and encourage flexibility at the local level.

Information Bulletin on Human Sexuality Education, May 1989

This bulletin outlines requirements and recommendations for the implementation of human sexuality education in Alberta schools. Human sexuality components of the Grade 4 to Grade 6 Health program, Grade 7 to Grade 9 Health and Personal Life Skills program, and the senior high school Career and Life Management 20 course, are prescribed.

Procedures

- Every school operated by a board shall provide human sexuality education to students in Grades 4 through 9, and in at least one senior high school course required of all students.

- Human sexuality education shall be taught within the normal school day.

- Human sexuality education may be offered through different instructional structures. The goals and objectives outlined in current programs (Health, Health and Personal Life Skills, Career and Life Management 20) for human sexuality education are prescribed, but need not be offered exclusively through these courses. Many schools have developed very successful programs through family life or religion classes.

- Parents shall be advised, prior to the start of human sexuality instruction, of their right to exempt their child from this course component.

- Parent information nights to meet the teachers, and ongoing chances to review learning resources and teaching concepts are strongly recommended.

- Schools will provide alternative learning experiences for those students who have been exempted by their parents from human sexuality instruction.

For additional information, contact the Curriculum Standards Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (Telephone 427-2984, Fax 422-3745).

Use of Human Tissue and Fluid in Educational Programs, September 1987

Alberta Education firmly believes that the safety and well-being of students, teachers and other school staff must be a first consideration in the selection of materials for study. Therefore, all activities involving the extraction and analysis of samples of human fluid or tissues are prohibited in Alberta schools. Information regarding this topic is provided in the document *Clarification of Statements Prohibiting the Use of Human Body Substances in the Alberta Science Curriculum*, 1988, which is available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427–2767, Fax 422–9750).

RESOURCES AND SERVICES: Learning Resources

Introduction

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by teachers or students to facilitate teaching and learning. Many learning resources, publisher developed, Alberta Education developed, and teacher made, are available for use in implementing elementary and junior high school programs. Decisions about the selection and use of resources are a local matter and should take into account the student skill levels, interests, motivations and stages of development.

Alberta Education authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery.

Most basic and support student learning resources, and authorized teaching resources, are available for purchase from the Learning Resources Distributing Centre.

Information about each learning resource carried by the Learning Resources Distributing Centre is included in their annual *Buyers Guide* and its supplements.

The 25 per cent "basic" learning resource subsidy grant was replaced on April 1, 1993 with a new Learning Resource Credit Grant, which is applicable to purchases from the Learning Resources Distributing Centre. Further information is provided in the current edition of the Learning Resources Distributing Centre *Buyers Guide* as well as in the School Information Package.

The *Buyers Guide* and the School Information Package are available from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427–2767, Fax 422–9750).

Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of the course(s), substantial components of the course(s), or the most appropriate for meeting general learner expectations across two or more grades, subject areas or programs as outlined in provincial programs of study. These may include any resource format, such as print, computer software, manipulatives or video.

In exceptional circumstances, a teacher resource may be given basic status.

Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Education to assist in addressing some of the learner expectations of course(s) or components of course(s); or to assist in meeting the learner expectations across two or more grades, subject areas or programs as outlined in the provincial programs of study. These may include any resource format, such as print, computer software, manipulatives or video.

Resource Availability

The stocking of "support" student resources by the Learning Resources Distributing Centre is in accordance with the following policy:

1. The Learning Resources Distributing Centre carries authorized "support" student learning resources for at

least one full fiscal year (April 1 to March 31) after authorization.

2. The Learning Resources Distributing Centre will continue carrying authorized "support" student learning resources after one full fiscal year (April 1 to March 31) only if the:
   - actual sales are 50 units or more during the previous year, and
   - forecast of sales for the next fiscal year is also above 50 units.

However, the Learning Resources Distributing Centre will continue to carry those support student learning resources that sell less than 50 if:

- there are an insufficient number of "basic" or other resources available, and
- student enrollment is very low.

Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Education (for example, by publishers) that have been reviewed by Alberta Education, found to meet the criteria of review and to be the best available resources to support the implementation of programs of study and courses, and the attainment of the goals of education; they have been authorized by the Minister. Teaching resources produced as service documents by Alberta Education, such as guides, diagnostic programs and monographs, are authorized by definition.

Locally Developed/ Acquired Student Learning Resources

A board may develop or acquire instructional materials for use in programs or in schools under section 44(2)(a.1) and in accordance with section 25(1)(d) of the *School Act*.

In developing/acquiring instructional materials, the local school authority should take into account such criteria as curriculum fit, criteria for promoting respect and understanding, appropriateness for child developmental stages and criteria for instructional design.

Learning Resources for the Visually Impaired

The Materials Resource Centre (MRC) for the Visually Impaired provides alternative format and curriculum materials (e.g., braille, large print and audiotape) as well as equipment for visually impaired students. The centre is operated by the Learning Resources Distributing Centre. Also see information in the Learning Resources Distributors section.

Learning Resources Distributors

Learning Resources Distributing Centre

LEARNING RESOURCES DISTRIBUTING CENTRE
12360 - 142 Street
Edmonton, Alberta
T5L 4X9
Telephone: 427-2767
Fax: 422-9750

The Learning Resources Distributing Centre annual *Buyers Guide*, and its supplements, is the only Alberta Education publication that provides a comprehensive list of all student and teacher resources authorized by Alberta Education for use in schools. However, the Learning Resources Distributing Centre does not automatically carry all resources authorized by Alberta Education.

All products available from the Learning Resources Distributing Centre have a cost recovery selling price. In addition to a comprehensive General Information section, which provides ordering and Learning Resources Distributing Centre business practices information, the *Buyers Guide* and its supplements provide a Publisher Index as well as the following types of information on each resource carried in stock:

- grade and subject of intended use
- learning resources category
- language
- title

- publisher
- edition
- author
- year
- ISBN
- product order number
- current selling price.

As well as the English language instruction edition, the *Buyers Guide* is also available in a French language instruction edition, *Enseignement en français édition*.

The Learning Resources Distributing Centre carries the following types of learning resources in stock:

- basic student learning resources, print and nonprint
- most "support" student learning resources, print and nonprint
- authorized teaching resources
- Distance Education print and some nonprint course materials
- English, French and other languages instructional materials
- Alberta Education legal, service and information publications
- programs of study
- Pre-administered Grade 12 Diploma Examinations and Grade 3, Grade 6 and Grade 9 Achievement Tests
- some standardized test materials.

ACCESS Network

ACCESS NETWORK
Media Resource Centre
3720 – 76 Avenue
Edmonton, Alberta
T6B 2N9
Telephone: 440–7729
1–800–352–8293 (no charge)
Fax: 440–8899

- audio-visual resources
- inservice packages (videotape and print)

For a list of available audio-visual resources and inservice packages, refer to the *ACCESS Network Audio-Visual Catalogue*, 1992–93.

Alberta Distance Learning Centre

ALBERTA DISTANCE LEARNING CENTRE
Box 4000
Barrhead, Alberta
T0G 2P0
Telephone: 674-5333
Fax: 674-6588

Edmonton Study Centre
9th Floor
Harley Court
10045 - 111 Street
Edmonton, Alberta
T5K 2M5
Telephone: 427-2766
Fax: 427-3850

- distance learning courses

Materials Resource Centre for the Visually Impaired

MATERIALS RESOURCE CENTRE FOR THE VISUALLY IMPAIRED

The Materials Resource Centre (MRC) for the Visually Impaired, formerly in separate locations in Edmonton and Calgary, are now a division of the Learning Resources Distributing Centre. By October/November 1994 MRC operations will have been consolidated and relocated at the Learning Resources Distributing Centre. The MRC South closes October 3, 1994 and the MRC North November 1, 1994. For further information, contact the Learning Resources Distributing Centre at 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

Alberta Education Branch Addresses

- The mailing address for most Alberta Education branches (including the Edmonton Regional Office) is:

  - Devonian Building, West Tower
    11160 Jasper Avenue
    Edmonton, Alberta
    T5K 0L2

- The following branches have individual mailing addresses, telephone numbers and fax numbers, as noted.

  - Alberta Distance Learning Centre
    Box 4000
    Barrhead, Alberta
    T0G 2P0
    Telephone: 674-5333
    Fax: 674-6588

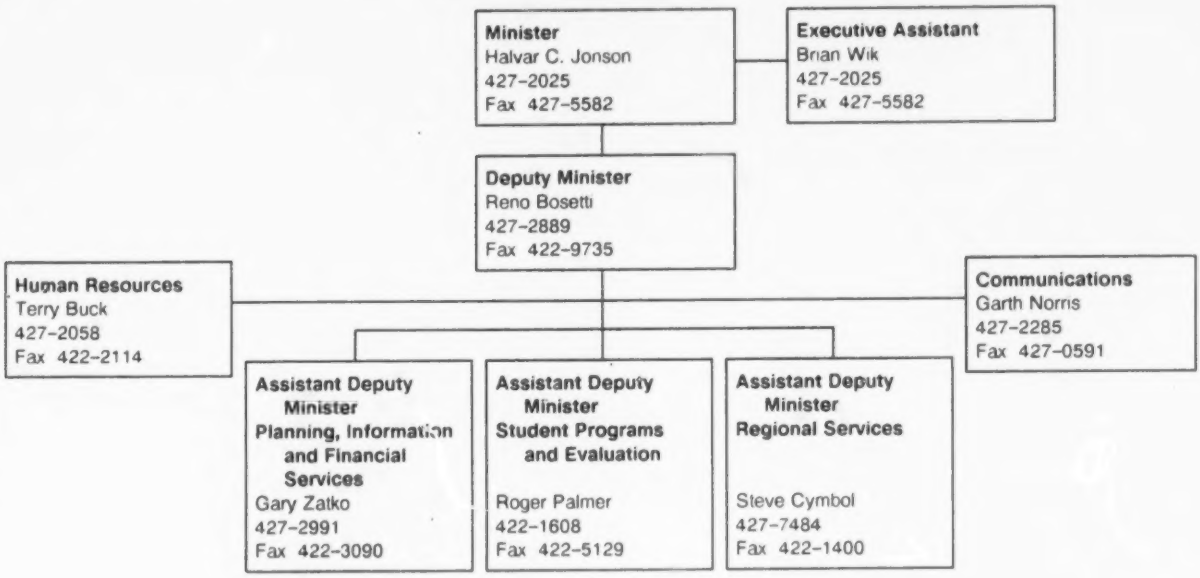
  - Alberta School for the Deaf
    6240 - 113 Street
    Edmonton, Alberta
    T6H 3L2
    Telephone: 422-0244
    Fax: 422-2036

- Calgary Regional Office
  1200, Rocky Mountain Plaza
  615 Macleod Trail SE
  Calgary, Alberta
  T2G 4T8
  Telephone: 297–6353
  Fax: 297–3842

- Learning Resources Distributing Centre
  12360 – 142 Street
  Edmonton, Alberta
  T5L 4X9
  Telephone: 427–2767
  Fax: 422–9750

- Lethbridge Regional Office
  Provincial Building
  200 – 5 Avenue South
  Lethbridge, Alberta
  T1J 4C7
  Telephone: 381–5243
  Fax: 381–5734

Alberta Education Directory



Policy and Planning
Sharon Campbell [Acting]
427-8217
Fax 422-5255

Information Services
Ron Sohnle
427-5739
Fax 427-3201

Financial Operations
Gary Baron
427-2051
Fax 427-2147

School Finance and Facilities
Russ Wiebe
427-2988
Fax 427-5930

Information Access and Corporate Services
Bruce Aubert
427-2914
Fax 422-3090

Alberta Distance Learning Centre
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Alberta Education Regional Offices Branch

The regional offices work in cooperation with local school authorities to ensure the quality of teaching, programs and schools. Each regional office provides the following services:

- assisting and monitoring private school and ECS programs
- assisting in organizing comprehensive school and school system reviews and value-for-money audits
- monitoring achievement and diploma examination results in school systems
- assisting with Ministerial reviews and investigations
- assisting in matters, such as special attendance panels and investigations, as well as complaints brought to the attention of the Minister.

Regional Offices

Zones 1, 2, 3: Edmonton Regional Office
Telephone: 427-2952
Fax: 422-9682

Zone 4: North of Red Deer
Edmonton Regional Office

Red Deer and South
Calgary Regional Office

Zone 5: Calgary Regional Office
Telephone: 297-6353
Fax: 297-3842

Zone 6: Lethbridge Regional Office
Telephone: 381-5243
Fax: 381-5734

Education Information Line
Telephone: 427-7219

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